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ABSTRACT

Intended for reluctant readers as well as for readers with a special interest in detective stories, this high school English course consists of the following eight units: the history of detective fiction, the psychology of violent crime, crime and society, the procedures of crime detection, the mind of the detective, analysis of the detective story form, criticism of detective fiction, and writing a detective story. Along with a time sequence, each unit contains outlined objectives, content descriptions, and instructional activities and provides a list of instructional materials. (MAI)

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DETECTIVE FICTION

SEPTEMBER 1976

ENGLISH DEPARTMENT

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CS 204 767

PHILOSOPHY OF THE COURSE

This course is designed to appeal to the reluctant reader as well as the student who has a special interest in the detective fiction genre. In addition to stimulating the student to read more, the course should improve his ability to isolate the main idea of the material he reads and make him more attentive to details, should develop his ability to apply logic, and should make him more aware of the evolution of social patterns. The student will also have the opportunity to increase his skills in language and composition and will be encouraged to develop effective study habits and research skills.

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The History of Detective Fiction	5 days	1
The Psychology of Violent Crime	6--10 days	2
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The Procedures of Crime Detection	15 days	5
The Mind of the Detective	10 days	6
Analysis of the Detective Story Form	20 days	8
Criticism of Detective Fiction	15 days	11
Writing a Detective Story	5--10 days (floating)	13
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UNIT: HISTORY OF DETECTIVE FICTION

OBJECTIVES

The student should be able to recognize the devices of detection in various Bible stories.

The student should recount the stories and explain the devices used by the detectives.

The student should be able to compare biblical detective stories to modern detective stories.

The student should be able to explain Poe's contributions to the detective story.

The student should be able to list the Poe stories and explain their contribution to the detective story genre.

The student should be able to list and explain the eight requirements of good detective stories.

The student should be able to explain the artistry of the detective story.

Given a list of familiar stories, the student should be able to name the literary device used in each.

The student should be able to explain the popularity of detective stories as an artistic characteristic of the 20th century.

CONTENT

Artistry of the detective story
- unity of plot, setting, and mood
- dispassionate attitude toward death
- love story irrelevant to action
- requirement that real criminal be suspected once during course of the story

Eight basic plots
- the sealed-room death
- wrongly suspected character to whom all the evidence points
- solution by unexpected means
- use of pure deduction
- use of false clues
- murderer's fatal mistake
- pure police story
- the criminal known to the reader

TIME: 5 days

INSTRUCTIONAL ACTIVITIES	INSTRUCTIONAL MATERIALS	NOTES
Study and discuss the following stories in the Bible: Bel Susanna Judah Solomon	THE BIBLE	
Introduce Poe's contribution to the detective story and have individual students do research into his specific stories: "The Purloined Letter" "Thou Art the Man" "Mystery of Marie Roget" "Murder in the Rue Morgue"	CRIME AND DETECTION, pp. ix -- 3 "Murders in the Rue Morgue," SCHOLASTIC SCOPE, April 30, 1973, ppl 7--11. "Forerunners of the Detective Story," THIRTEEN CLASSIC DETECTIVE STORIES, ED. Arthur Liebman, New York: Richard Rosen Press, 1974.	To motivate students in some classes, SCOPE MAGAZINE short detective stories might be useful.
Begin a notebook for taking notes on teacher's lectures and film strips as well as readings.	Newspapers	
Make a list of famous detective writers and their detectives. List the author's contribution to the genre. List the ideosyncracies of the detectives.	Film strips: "The Black Cat" "The Gold Bug" "The Purloined Letter"	
Begin a crime notebook using THE DAILY NEWS, THE NEW YORK TIMES, and THE DAILY RECORD.		
Begin a notebook of ideas upon which to build an original story.		

UNIT: THE PSYCHOLOGY OF VIOLENT CRIME

OBJECTIVES

The student should be able to analyze the complexity of motive and guilt.

The student should be able to list the reasons for committing a crime.

The student should recognize the characteristics of a person who commits a crime.

The student should be able to differentiate among motive, means, and opportunity.

The student should understand how irony operates in detective fiction.

The student should be able to explain the irony in a title.

The student should be able to recognize irony in a plot.

The student should be able to explain irony in a real-life situation.

The student should understand the pyschology of crime and murder.

The student should be able to explain in basic terms the psychological drives of a violent criminal.

The student should be able to analyze a profile of a murderer.

CONTENT

Definition of types of murder

Definition of irony

Explanation of reason for crime within a family
- means
- motive
- opportunity

The psychology of the criminal mind
- pride
- jealousy
- uncontrolled egotism

The psychology of the victim

Comparison of murder and euthanasia

Definition of special terms
- anarchist
- extremist
- egotist
- masochist
- sadist
- fanatic
- maniac

TIME: 6--10 days

INSTRUCTIONAL ACTIVITIES

Read and discuss "The Net" for an understanding of means, motive and opportunity.

Read and discuss "Old Barn on the Pond: for an understanding of irony.

After reading " The Oval Portrait," have a round-table discussion of the psychology of crime.
Who is the murderer?
Who is the victim?
What is the psychological "make-up" of a murderer?

Read and discuss "The Couple Next Door."
Discuss the morality of euthanasia.
Explain the irony of the situation.
Discuss the dichotomy of love/hate and pity/anger.

Have each student bring to class a newspaper story of a violent crime. After a brief discussion in which the class speculates about the motive and psychological make-up of the criminal in one of the situations, require that each student write a short composition in which he examines the same factors in reference to the story he has clipped from the newspaper.

INSTRUCTIONAL MATERIALS

CRIME AND DETECTION, Unit I, "All in the Family"

Lecture by the school psychologist

Newspapers

Television news broadcasts

NOTES

UNIT: CRIME AND SOCIETY

OBJECTIVES

Students should be able to explain the difference between criminal mind and a "normal" mind.

Students should be able to explain the difference between morality and amorality.

Students should be able to explain the difference between immorality and morality.

Students should be able to list the elements in our society which create criminals.

Students should be able to chart the types of crimes and give reasons for the rise of crime.

Students should be able to cite theories about the influence of television on the rise of crime and should be able to support their own opinions on the situation with logical reasons.

Students should be able to explain the meaning of modus operandi.

Students should be able to compare a real criminal and a fictional one, pointing out why the fictional criminal may have to be characterized differently.

Students should be able to explain the importance of Dashiel Hammett as a precursor of American detective-fiction writers.

CONTENT

Definition of types of morality
- accepted morality
- immorality
- amorality
- unique moral codes of particular societies.

Explanation of modus operandi
- patterns of crime
- patterns of criminals

Explanation of the criminal mind in relation to the
- code of society
- the difference between discovered and undiscovered, punished and unpunished crimes
- the question of degree in crime

In crime prevention, the importance of understanding
- the criminal mind
- science of ballistics
- serology
- handwriting analysis
- moulages
- identikits
- forensic medecine
- trip cameras
- dental identification

The importance of witnesses
- observation
- quick reflexes
- recorded facts
- self-control

TIME: 10 days

INSTRUCTIONAL ACTIVITIES

View the video tape of IN COLD BLOOD.
Discuss the criminal mentality.
Compare Perry and Dick, analyzing their motives, their attitude toward society, their understanding of good versus bad.

Read and discuss "The Green Elephant."
Explain the irony of the ineffective criminal.
Discuss the importance of Dashiel Hammet as inventor of the "hard-boiled" detective.
Compare green and white elephants.

Read and discuss "Bubble Bath #3."
Analyze the modus operandi.
Discuss the lack of imagination of most criminals.

Read and discuss "A Very Special Talent."
Investigate the concept of amorality
Analyze point of view as a literary device.
Consider point of view as an attitude toward crime.

Test powers of observation.
Identify various people as for police identification.
Watch a scene and list everything that occurs in order.
Make a diary of events of a week.

Read and discuss "Carrot for a Chestnut."
Analyze the egotism evidenced by Chuck as a characteristic of the criminal mind.
Examine the meaning of "Crime does not pay" as it relates to this story.
Analyze the term murder.

INSTRUCTIONAL MATERIALS

CRIME AND DETECTION, Unit II,
"The Mind of a Criminal"

Video tape of IN COLD BLOOD

Teacher-made questionnaires
to test powers of observation
by requiring recall of telephone dials,
license plates, etc.

Television programs based upon
actual crimes

NOTES

INSTRUCTIONAL ACTIVITIES (Continued)

NOTES

Read a newspaper for analysis of one day's crimes.
Analyze the types of crimes.
Evaluate the kind of criminal and his motivation.

Invite a criminal lawyer to visit the class. Have students prepare in advance questions regarding the line between innocence and guilt, the criminal mind, the role of the witness, etc.

Arrange a visit to a courtroom to see the actual operation of the criminal-justice system.

Provide a list of topics related to the unit and the experience of the students to serve as the basis of a personal essay. Some suggestions:
Who is responsible for amorality?
What do crime statistics reveal about our society?
Is guilt absolute?

Share student compositions with entire class or small groups.

UNIT: THE PROCEDURES OF CRIME DETECTION

OBJECTIVES

The student should be able to explain modern police procedures tracing a crime.

The student should be able to define and explain forensic medicine.

The student should be able to trace the methods used by police from the reporting of the crime to the examination of the environment of the crime.

The student should become familiar with the responsibility of the police to protect the rights of the individual charged with a crime as well as the rights of all other citizens.

The student should be able to specify the rights of the citizen that the police must protect and how the police methods of detection are constrained by this responsibility.

The student should be able to differentiate between the fictional police or detective methods and the actual methods that police may use under law.

The student should be able to distinguish between the glamour and excitement of fiction and the more mundane hard work of actual crime fighting and detection.

CONTENT

Police procedures
- making reports
- observing legal restrictions
- fingerprinting
- laboratory analysis
- computers
- forensic medecine
- handwriting analysis
- locating witnesses
- analyzing testimony

The responsibility of the police
- protection of society from the criminal
- protection of suspect's rights

Comparison of police procedures with fictional detection
- the dependence upon intuition
- the bluff and entrapment
- circumstantial evidence
  - the alibi
  - the motive
  - opportunity
  - means

TIME: 15 days

INSTRUCTIONAL ACTIVITIES

Read and discuss "Aunt Minnie and the Accessory after the Fact."
- Define accessory.
- Explain the use of a simple solution to an "impossible" crime.
- Compare intuition to deductive reasoning

Read and discuss "D as in Detail".
- Analyze the methods used by the police.
- Explain how chance plus reasoning leads to a solution.

Read and discuss "The Red Silk Scarf."
- Characterize Lupin as a detective.
  - use of ratiocination
  - use of disguises
  - advantage of his criminal mentality
- Discuss the American mystique toward criminals
- Contrast newspaper or television accounts of actual crimes with stories in this unit.

Listen to radio tapes of INNER SANCTUM.
- Discuss use of music to create mood,
- Analyze the special quality of radio versus TV.

Listen to a police expert explain police procedures and fingerprinting.
- Trace an actual crime
- Take fingerprints and study their characteristics
- Make an identification from an Identi-kit

Compare a TV police detective's activity with the view of real-life police work gained in this unit.

Have each student write a composition dealing with the insights into police detection he has gained or dealing with some area of interest he wishes to investigate.

Assign individual or group research projects on police work including such topics as search warrants, blood typing, lie detectors, ballistics.

INSTRUCTIONAL MATERIALS

CRIME AND DETECTION, Unit III, "Footprints and Fingerprints"

Tape: INNER SANCTUM radio shows

Police materials on fingerprinting and other methods of detection

Video tapes of BARETTA, COLUMBO, and other police detectives

Library research materials on various areas of police work and laws.

NOTES

UNIT: THE MIND OF THE DETECTIVE

OBJECTIVES

Students should be able to compare the methods used by detectives such as Sherlock Holmes and Aunt Minnie with those used by modern police laboratories.

The student should be able to compare and explain inductive versus deductive reasoning

The student should be able to define ratiocination and show how detectives use it.

The student should be able to make a deductive conclusion based on inductive reasoning.

The student should be able to list the special qualities of famous detectives studied in class.

The student should be able to explain the techniques used by various detectives.

The student should be able to list the idiosyncrasies of the various detectives studied.

The student should be able to explain and develop a conclusion through inference.

The student should be able to explain the difference between inference and inductive reasoning.

Given a statement, the student should be able to reach a valid solution using inference.

CONTENT

Contributions of Sherlock Holmes to detective fiction
- ratiocination
- specialized knowledge
- use of disguises
- armchair detection

The simplicity of an "impossible crime"
- the locked-room device
- the obvious solution

Explanation of inference
- conclusion based on inference
- conclusion based on induction
- verification of inference based on inductive reasoning

Definition of psychology
- use of psychology to trap criminals
- use of psychology in establishing modus operandi
- the psychology of the detective
- the psychological flaw in the criminal mind

Sophistication of the modern detective story
- use of Freudian analysis
- use of dream analysis

Definition of intuition
- blend of sophisticated knowledge and skillful inference

The idiosyncrasies of famous detectives

Definition of deus ex machina and means of avoiding it
- valid clues given to the reader
- solution related to the facts
- foreshadowing

TIME: 10 days

INSTRUCTIONAL ACTIVITIES

Read and analyze "The Reigate Puzzle" for ratiocination
Follow Holmes' inductive reasoning.
Study characteristics of handwriting analysis.
Analyze Holmes' armchair detection.
Listen to records of Sherlock Holmes' stories.

Read "The Nine Mile Walk".
Trace the use of inference in the story
Make inferences about statements such as "We'd better get out of here before he gets back."
Compare valid and invalid inferences.
Use inference to determine Kemelman's profession before he became a writer.

Read "The President's Half Disme" and discuss the psychology used by Ellery Queen to solve the mystery.
Make a chart of the clues presented to Ellery Queen.
Discuss the historical references
Compare the actual events to the literary inferences.

Read "The Dream" and discuss the use of "red herrings" to fool the reader.
List the three confusing clues which lead to the solution.
Discuss the psychology of Freud in dream analysis.
Make a list of Poirot's special qualities and idiosyncrasies.
Discuss Agatha Christie's contribution to the detective story.

Read and discuss "The Professor's Manuscript."
Define "trade sleuth" and list several famous detectives such as the Rabbi and Montague Egg.
List five facts in the story that are suspicious.
Discuss the use of humor in a detective story and its purpose, finding examples in the story.
Discuss Dorothy Sayer's contribution to mystery stories.

INSTRUCTIONAL MATERIALS

NOTES

CRIME AND DETECTION, Unit III, "Footprints and Fingerprints," and Unit IV, "Celebrating Sleuths"

Selected stories from Liebman's THIRTEEN CLASSIC DETECTIVE STORIES

Records: THE SPECKLED BAND
THE RED-HEADED LEAGUE

Teacher sources: Carot's BOOK OF PUZZLES, McGraw-Hill Co., 1965.
Ruchlis' CLEAR THINKING, Harper and Row, 1962.

OBJECTIVES (Continued)

The student should be able to characterize the special skills of a famous detective.

The student should be able to list the clues given by an author which lead to the solution of a crime.

The student should be able to make a plot outline of a detective story.

The student should be able to invent a fictional detective with special qualities.

The student should be able to invent honest clues that foreshadow the conclusion.

INSTRUCTIONAL ACTIVITIES (Continued)

Select a famous mystery story writer and do research on his contribution to mystery literature.

Characterize the detective.
Analyze the type of plots.
Examine the writer's style.
In seminar or group discussions, students will present the findings of their research.

UNIT: ANALYSIS OF DETECTIVE STORY FORM

OBJECTIVES

The student should be able to define paradox and give examples to illustrate his understanding.

The student should be able to explain the paradox in each story studied in class.

The student should be able to compare, through definition and examples, irony and paradox.

The student should be able to recognize the various uses of paradox.

The student should be able to explain how an understanding of the tendency toward "moral lapse" in society is demonstrated by numerous writers of detective fiction.

The student should be able to explain the relationship between technological development and the rise of crime.

The student should be able to explain and define an "unpunishable crime".

The student should be able to analyze the way an author creates a detective.

The student should be able to trace the development of plot in a detective story or novelette.

The student should be able to identify the kind of style and viewpoint of a detective-story narrative.

The student should be able to explain the literary importance of Collins, Dickens, and Doyle.

CONTENT

Paradox
- definition
- comparison to irony
- use in plots and titles
- use in characterization
- use as a clue to psychology
- the paradox of "moral lapse"
  - hidden soul versus exterior personality
  - presence of evil in society
  - levels of evil within each person
  - use of symbols to reveal personality

Paradox and point of view
- definition of point of view
- personal interpretations of the same scene
- value of eyewitnesses
- inference versus logic

Technological development as an influence on detective fiction writing
- inventions that aid the criminal or the detective
- legal technicalities that arise because of modern scientific developments
- modern crimes versus "old-fashioned" crimes
- definition of legal death
- legal and moral responsibility for murder

Importance of titles as clues to stories
- "Biter Bit"
- "Hunted Down"
- "Hound of the Baskervilles"

TIME: 20 days

INSTRUCTIONAL ACTIVITIES	INSTRUCTIONAL MATERIALS	NOTES
Read and discuss "Mr. Higginbotham's Catastrophe" Discuss the paradox of a "murder" which is not a murder. Discuss the importance of Hawthorne as a short-story writer and as conveyer of Puritan morality. Rewrite the ending of the story to eliminate the deus ex machina.	CRIME AND DETECTION, Unit IV, "Things are Seldom as They Seem"; Unit V, Murder Up to Date." THE CRAFT OF DETECTION, Scott, Foresman and Company, 1973 for "The Biter Bit," "Hunted Down," and The Hound of the Baskervilles"	
Read and discuss "The Absence of Mr. Glass." List the reactions of the characters to the situation. Explain the paradox of Father Brown. Discuss the importance of Chesterton as a writer of mysteries. Explain the statement: People see only what they want to see.	Ripley's MINUTE MYSTERIES, Press Alliance, Inc. 1949 THIRTEEN CLASSIC DETECTIVE STORIES	
Read and discuss "The Dove and the Hawk". Discuss how characters are never what they seem to be. List the symbols in the stories and explain how they represent the characters. Explain the meaning of the title and note how each character fits as dove or hawk. Identify the ironic touches in the story and the final irony.	Film: THE LOTTERY THE SECRET SHARER Television detective series	
Read and discuss "Possiblity of Evil". Discover how paradox creates a surprise ending. Discuss evil and its presence in society. Compare morality and "moral lapse". Find and explain the symbols in the story. Chart the plots of roses and of the sense of order and interweave them. Discuss Jackson's literary importance.	Demonstration and lecture: The use of paradox by a magician Programming a computer	
View THE LOTTERY. Compare the theme to that of "Possibility of Evil." Discuss the paradox of tradition.		

CONTENT (Continued)

Creation of the detective
- special technical knowledge
- methods of gathering facts
- methods of interpreting facts
- manner of presenting solutions

Plot development
- inciting incident
- rising action
- climax
- falling action
- denouement

Style
- use of psychology in "Hunted Down"
- use of supernatural in "Hound of the Baskervilles"
- creation of setting and mood
- relation of point of view and style
- style in relation to content of a story

INSTRUCTIONAL ACTIVITIES (Continued)

Read and discuss "A Case for the U.N."
Explain the irony in the story.
Discuss the international problem in the story.
Discuss the legal problems raised by skyjackers.
Explain the legal technicality which traps the murderer.

Read and discuss "Murderer's Eye".
Chart the events in the plot.
Discuss legal jurisdiction of transplants.
Compare the fantasy to realistic writing.
Write a mystery of tomorrow for today similar to this story. This project may be an individual writing assignment of a short sketch or a group effort.

Read and discuss"Project Murder".
Chart the programming of the computer as it leads to the murder.
Change the computer's proverbs into familiar proverbs.
Explain the inflated ego as a clue to the murderer's personality.
Discuss the moral and legal responsibilities for for the crime.
Discuss the moral a d legal problems created by computers.
Visit the computer room for an explanation of programming.

Read and discuss"The Biter Bit".
Discuss the meaning of the title.
Explain the purpose of the letter-writing style to provide clues to characters and guide to plot.
List characters and chart plot.
Compare Sharpin's and Bulmer's deductive techniques.

INSTRUCTIONAL ACTIVITIES (Continued)

Read several stories from MINUTE MYSTERIES and have students guess the solutions.
Choose a popular TV character and write a letter as that character in which his personality traits are revealed.

Read and discuss "Hunted Down".
Discuss the meaning of the title
Discuss facial features as a clue to personality.
Analyze the style of Dickens.
List characters and chart plot.
Explain how point of view functions in this story.

Find proof that a crime was committed, that Slinkton committed the crime, and that he acted with premeditation.
Pretend that you are filming the story, make changes in characters and scenes, and pick actors to fit the roles.

Read and discuss THE HOUND OF THE BASKERVILLES.
Discuss the supernatural quality of the setting and the legend.
Review Sherlock Holmes as a prototype.
Explain the importance of Watson as narrator.
Define ratiocination as used by Holmes.
List the characters and chart the plot.
Explain the legend and the value of supernatural and superstition in creating mood and confusing the reader.
Imagine Holmes and Watson are guests on a talk show; write questions for them to answer.

Provide each student with a format for analysis of a short story or novelette of his choice. Share the results in seminar or small groups.

UNIT: CRITICISM OF DETECTIVE FICTION

OBJECTIVES

The student should be able to relate the elements of good detective fiction to a detective novel.

Given a list of the eight plot requirements, the student should be able to find four in a novel.

The student should be able to explain the particulars in the plot which fulfill the requirements.

The student should be able to explain the fundamental truths about people revealed in the novel.

The student should be able to characterize the people in the novel.

The student should be able to explain the underlying tensions and motives within the main characters which create the plot.

The student should be able to explain in detail two of the three subplots.

The student should be able to relate the style to the structure.

The student should be able to explain the techniques used by the detective: inference, rationcination, psychology.

The student should be able to explain the artistry of the detective novel.

Given the four requirements for artistry, the student should be able to relate three to the novel.

38 Given the clues to the solution, the student should be able to relate their importance to the solution.

The student should be able to identify the point of view and explain its purpose in the artistry of the novel.

CONTENT

Setting and importance of physical environment
Mood in relation to setting
Plot structure
- status quo
- inciting incident
- rising action
- climax
- falling action
- denouement

Artistry of the detective story
- unity of plot, setting, and mood
- dispassionate attitude toward death and crime
- love story irrelevant to plot
- real criminal suspected at least once

Detective plots
- sealed room death
- wrongly suspected individual to whom all the evidence points
- solution by unexpected means
- use of pure deduction
- use of false clues laid by the criminal who is the most unlikely suspect
- awareness of the criminal
- murderer's fatal mistake
- pure police story

Point of view
- report of detective's external actions only
- omniscient viewpoint
- first-person narration
- uninvolved narrator
- third-person omniscient narration

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TIME: 15 days

INSTRUCTIONAL ACTIVITIES	INSTRUCTIONAL MATERIALS	NOTES
The class will study the novel MURDER AT THE VICARAGE.	Agatha Christie's MURDER AT THE VICARAGE, DELL, 1972.	
Discuss the setting as a contributing factor in the crime.		
Make a list of the characters and their relation to the plot.	Ellery Queen's QUEENS FALL, Ballatine Books, 1975	
Follow the clues and their relationship to the solution.		
Chart the plot.	Library's collection of detective novels	
Analyze the use of inference and ratiocination.		
Explain the use of subplots to add interest and to confuse the solution.		
Make a list of the characters and their motives for killing.	Television: Ellery Queen NBC Mystery Show	
Analyze the character of the detective.		
List his detection techniques.		
Explain his use of psychology.		
Categorize his special idiosyncrasies.	Films	
Make a list of his methods of presenting solutions.		
Discuss the theme of the novel.		
Explain the obvious theme.		
List and explain the themes in relation to the characters.	Teacher source: Schwartz, THE DETECTIVE STORY, National Textbook Company, 1975.	
Analyze the themes in relation to the subplots.		
Discuss the point of view.		
Explain the purpose of point of view.		
Identify the point of view in the novel.		
Discuss the reason for the particular point of view.		
Read and analyze several critical reviews of detective novels and dramatic presentations.		
Establish criteria for a sound critical review.		
Have students become aware of weaknesses in some reviews.		

OBJECTIVES (Continued)

The student should become familiar with criticism of detective fiction and should be able to use criteria for judging merit of a critical review.

The student should be able to write a critical review of a mystery novel, supporting his judgments with specific evidence.

The student should be able to compare two or more works of detective fiction or drama.

The student should be able to undertake a project of individual study involving research, reading, and critical analysis.

INSTRUCTIONAL ACTIVITIES (Continued)

Assign a detective novel to be read for a review and have students compare the novel to the novel read in class.

- Setting
- Point of view
- Characters
- Author's honesty
- Detective's skill and idiosyncrasies
- Plot

In seminar or group discussion, have students compare a TV or film of a mystery to the one read by the class or ones that individual selected for their reveiws.

Offer students a variety of projects for individual study:

- Indepth study on one fictional sleuth
- A comparative study of two or more detectives
- A biographical study of an author
- A study of common themes in the works of one or of several writers.

UNIT: WRITING A DETECTIVE STORY

OBJECTIVES:

The student will have the opportunity to exercise his imagination and creativity in the writing of a detective story.

The student will demonstrate understanding of the basic elements of detective fiction in his creation of plot, characterization, narration, and description.

The student will demonstrate the basic skills of composition in his writing of paragraphs, sentences, and dialogue.

The student will demonstrate the ability to revise and polish a rough draft with the assistance of the instructor and classmates.

CONTENT

The detective
- personality
- type
- setting
- associates
- props
- methods of detection

The near-perfect crime
- the criminal
  - personality
  - associates
- the crime
  - what
  - why
  - how
  - where

The plot line
- Bringing together detective and crime
- Coordinating the solution
- Tying together loose ends

The rough draft
- Method of narration and point of view
- Introduction and description of characters
- Dialogue
- Logical conclusion

Revision
- Verb tense and voice
- paragraphing
- sentence structure
- punctuation, especially of dialogue
- spelling

TIME: 5--10 days
(floating)

INSTRUCTIONAL ACTIVITIES	INSTRUCTIONAL MATERIALS	NOTES
Create a detective early in the course. Write a character sketch Place the detective in a setting Write some dialogue for the detective Compare the way the original detective might solve a crime or act in a given situation with the approach of a detective in the literature studied in class. Construct a crime Throughout the course, have students excercise their imaginations by creating crimes to rival those in the literature studied. Each student should keep a notebook with crime ideas. Construct the plot line The student should prepare an outline that includes notes on all aspects of his plot, including other characters, setting, dialogue, and other miscellaneous factors. He should try to identify point of view early in his planning. Write the rough draft. Time should be given for the writing to be completed in the classroom. Revise the rough draft. The instructor and other students should assist the individual with revision. Prepare the final draft. Students may duplicate stories for a booklet produced by the class or may submit stories to the school literary magazine.	Teacher sources: WRITING CREATIVELY BY J.N. Hook; TECHNIQUE IN FICTION By McCauley and Lanning; SHORT STORY CRAFT By Gilkes and Bower	This unit should be started early in the course with short and interesting exercises designed to use immediately the knowledge of each element of the detective story. All but writing and revision of the story may be accomplished while other unit are in progress.

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RECORDS: Boston Blackie
Bulldog Drummond
The Shadow
Dick Tracy
Sherlock Holmes
Charlie Chan
Inner Sanctum

VIDEOTAPE: In Cold Blood
Baretta
The Rockford Files
Ellery Queen
Columbo

FILMSTRIPS: The Purloined Letter
The Gold Bug
The Black Cat